Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Content Standards Informer

AUGUST 2012

Montana Common Core Standards and Assessment (MCCS)

Have you visited the MCCS website recently?
http://opi.mt.gov/MontanaCommonCoreStandards

You will find current webinars, archived webinars, indexed professional development materials, as well as a plethora of resources for English Language Arts, literacy, mathematics, and assessment.

Have you viewed the most recent Webinars on the Professional Development page? Have your colleagues?

- Updated Overview: Getting Ready, 27 minutes
- ELA Text Complexity, 21 minutes
- ELA Writing, 25 minutes
- Mathematical Practices Highlights, 25 minutes
- Mathematics Focus and Coherence, 34 minutes

Coming Soon!
To guide schools/districts, The Office of Public Instruction (OPI) is preparing a resource package that include Stages of Implementation continuum, self-assessments, procedures and resources and action plan templates.

New Resources from Engag,e New York
The New York State Education Department (NYSED) has developed a teaching tool for educators in the form of a series of sample questions that demonstrate the instructional shifts in the ELA and math Common Core Standards. These samples are also a good resource to aid students and parents in understanding what the new standards will look like in the classroom. The sample questions are available for grades three through eight in both subjects. For each grade level and subject, there are approximately 12 questions, which include multiple choice, short constructed response, and extended constructed response. Read a more detailed overview of this resource and download the samples through NYSED's website.

The Common Core library contains sample Common Core-aligned units for pre-kindergarten through twelfth grade in both ELA and mathematics. In addition, certain units include an interactive element that allows the viewer to see annotated

student work. The interactive component includes the task, a rubric, samples of student work, and supporting materials for the unit. A video introduction is available on the Web site to assist new users through the available resources, including how to navigate the online interactive elements for student work.

SMARTER Balanced Assessment Consortium www.smarterbalanced.org
Background on the Consortium, assessment design principles, and detailed information about item and performance task development—are now available at http://www.smarterbalanced.org/smarter-balanced-assessments/item-writing-and-review/. The modules are presented in three formats: a PowerPoint presentation with notes; a streaming presentation with narration that can be viewed online; and a downloadable audio/video presentation.

SMARTER Balanced Assessment Consortium www.smarterbalanced.org showcases the innovative work of the Consortium and provides frequent updates on activities, milestones and events. Visitors are able to explore an interactive timeline of activities by school year, download new fact sheets and resources, and sign up for a monthly e-newsletter.

Will children with limited computer skills—particularly those in the younger grades—be disadvantaged by an online assessment?

Smarter Balanced is committed to developing an assessment system that accurately measures achievement and growth for all students—regardless of race, gender, ethnicity, economic status, or background. To achieve this goal, we must eliminate or minimize factors that could distract students from the ability to demonstrate their knowledge and skills. There are several steps the Consortium is taking to ensure that students are not disadvantaged by the technology of next-generation assessments:

- We are conducting cognitive lab research to learn how students across a range of grades approach and interact with different types of computer-administered items. This will inform the development of both assessment items and the test delivery system.
- Smarter Balanced has developed accessibility guidelines to ensure that items and tasks are designed to work well for as many students as possible, with appropriate accommodations available based on the needs of individual students. It is likely that some accommodations—such as the ability to highlight text—will be available to all students.
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- Our approach to a balanced assessment system—that includes optional interim assessments—will allow students to become familiar with the test interface before taking the summative assessment.

While eliminating distractions and creating an accessible test interface are critical, it is important to remember that the Common Core State Standards emphasize proficiency with technology. For example, the 4th grade writing standard calls for students to "demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting." Administering assessments by computer is a part of ensuring that schools and teachers can measure mastery of the full range of the standards.

Will Smarter Balanced assessments be timed? If so, how will students with IEPs or other special needs be impacted?

The amount of time that students will work on the assessments will be defined in terms of "sessions." The length of each session will be based on the amount of time it takes most students—90–95 percent of students—to complete that portion of the assessment. Certainly, there will be students who need additional time, and they will be afforded the opportunity to do so. Additional time to complete the assessment is one of many accommodations that will be available for students with special needs. Member states are collaborating on an accessibility policy framework that will detail how a range of accommodations will be made available.

The assessment practices and strategies will help teachers address learning challenges and differentiate instruction. These key projects that will help the Consortium achieve this vision:

- **Digital Library**—At the center of the Formative MWP is a digital library that will house resources created by Smarter Balanced and those submitted by states and educators. The digital library will allow teachers to rate and comment on materials so that knowledge from the classroom can be shared across the Consortium.
- **National Advisory Panel**—To develop criteria for the resources to be included in the digital library, the Consortium will convene a national advisory panel of experts on formative assessment practices and quality instruction of the Common Core State Standards.
- **Professional Learning Materials**—Smarter Balanced will develop online professional learning materials and supplemental assessment resources, including trainings on the components of the assessment system, the Common Core State Standards learning progressions, and using reporting

- **Data to inform instruction.** Additional trainings will also be developed to help educators access and interpret Smarter Balanced interim and summative score reports as well as to search the Web-based resources, use collaboration tools and comment on resources in the digital library.
- **Exemplar Instructional Modules**—Smarter Balanced will develop 52 modules across grades, in English language arts/literacy and mathematics, that will demonstrate how to meet the needs of all learners in diverse settings with embedded formative assessment practices and descriptive feedback from rigorous tasks. These instructional modules will include lesson plans, templates, curriculum resources, evidence collection tools, teacher analysis, descriptive feedback strategies and follow-up planning.
- **Engaging Member States and Educators**—Smarter Balanced will convene State Leadership Teams to provide input throughout the process. These teams will also be charged with recruiting an average of 90 educators per state to form State Networks of Educators that will recommend assessment literacy resources and formative tools for inclusion in the digital library, as well as provide feedback on the development of instructional modules.
- **Criteria to Evaluate Publisher Materials**—Smarter Balanced will provide materials that teachers and districts can use to evaluate the quality of assessment activities found in textbooks and other published materials, with regard to their alignment to the Common Core State Standards and the extent to which they assess the acquisition of deeper learning.
- **Professional Learning Social Network**—Smarter Balanced will host virtual Professional Learning Communities that cut across school, district and state boundaries. This will greatly expand the learning and collaboration opportunities available to teachers to engage in cooperative professional development.

ASCD offers new institute series and free webinars to help educators nationwide implement the Common Core State Standards

The ASCD is offering a new institute series and free webinars to help educators nationwide implement the new Common Core State Standards. There will be a series of institutes for both the ELA and math standards that will conclude in early June. All of ASCD's Common Core institutes will be led by national experts who will introduce strategies and plans for determining readiness, new curriculum and assessment tools, and instructional shifts for the new ELA and math standards. To see the complete list of cities and dates for all of ASCD's Common Core institutes, visit the series homepage.

In addition, the ASCD has offered a series of free webinars on the Common Core. The first webinar was held on March 13 and focused on creating communities of

support for implementing the Common Core Standards. The next webinar was April 3; attendees at this webinar learned how to develop formative and summative classroom assessments that will prepare teachers and students for the new demands of the SMARTER Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers, support student learning, and align to the Common Core standards. To listen to archived webinars and to register for upcoming ASCD webinars on Common Core, please visit the ASCD website or the "past and upcoming events" section of the newsletter.

Early Grades

Terri Barclay, Early Grades Curriculum Specialist
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2012 MtAEYC Early Childhood Conference will be hosted in Kalispell!!
October 18, 19, 20, 2012 (Thursday, Friday, Saturday)
Red Lion Hotel – Kalispell
http://blog.missoulaforum.org/archives/00000417.html

The Arbor Day Foundation, along with Dimensions Research, will be presenting a Friday morning keynote, as well as two 3-hour workshops titled ***We Dig Dirt*** geared toward Infant/Toddlers, and ***Developing Observation Skills: Documentation.***
Jack Gladstone will be presenting Saturday morning keynote as well as two 2-hour workshops around the themes of storytelling, legends and lore, and Native Americans and how to incorporate *Indian Education for All* with young children.

Become a Professional Development Specialist
Have you ever thought about becoming a Professional Development Specialist (PDS)? Ever wanted to facilitate training or conduct a workshop for your peers?
Adult Learning I and II will be offered again this fall in Bozeman, Nov. 1-2, 2012. This training is facilitated by Sandra Morris and Susan Harper-Whalen from the University of Montana. Become a PDS through Early Childhood Project's approval system.
Registration is $25/day which includes six hours of training each day.
Early Childhood Project, Montana State University
PO Box 173540, Bozeman, MT 59717
1.800.213-6310 www.mtecp.org

Let's Read! Let's Move!
Keeping children active and their minds sharp over the summer was the message of the kickoff to this year's *Let's Read! Let's Move!* series at the U.S. Department of Education. Secretary Arne Duncan joined Personal Chef to the First Family Sam Kass, and Cornell McClellan, fitness consultant and personal trainer to the First Family, in welcoming local children for a day of exciting reading and fitness activities.

Read more about the U.S. Department of Education's *Let's Read! Let's Move!* event, and let us know in the comment section what reading and fitness activities you've been involved in this summer. (http://www.ed.gov/blog/2012/07/kicking-off-eds-lets-read-lets-move-summer-series/)

English/Language Arts

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Text Complexity and the Montana Common Core Standards
What is text complexity and how can you bring it to your schools and classrooms? Please make time to learn about Standard 10- Text Complexity.

20-minute Text Complexity Webinar
http://connect.opi.mt.gov/p4m8vmyml17/?launcher=false&fcsContent=true&pbMode=normal

PowerPoint of Text Complexity Webinar with handouts attached
http://opi.mt.gov/pdf/CCSSO/11Text-Complexity-PPT-Plus-Addl-Docs.pdf

Transitions to the Montana common Core Standards and Assessments
Teaching the Writing Strand of the MCCS - July 2 – August 10, 2012

- The Teaching the Writing Strand of the MCCS course will be offered online from July 2 - August 10, 2012 with credit granted through Montana State University. The registration deadline is June 29, 2012.
- The purpose of this course is to increase understanding of the writing strand of the MCCS and to help participants integrate the MCCS writing standards into their classrooms.
- Dr. Dana Haring, who has taught middle school writing for 19 years, will facilitate the course.
- Participant interaction will occur via weekly webinars and online Learning Community Discussions.
- This class, pending approval from MSU, can be taken for 2 graduate credits for $135; or for 30 OPI Renewal Units for free; or for audit. It is being offered to educators wishing to become more familiar with the new writing demands of the MCCS.
- If you, or a teacher you know, want to know how to implement the writing strand of the Montana Common Core Standards effectively in the classroom, sign up here!

Space is limited to 25 participants and will fill on a first-come, first-served basis. Please visit the main Montana Common Core Standards and Assessments (MCCS) webpage for further information.

Library-Information Literacy

Colet Bartow, Library-Information Literacy Curriculum Specialist
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Communication and Collaboration

SLMD Listserv – please e-mail Colet Bartow (cbartow@mt.gov) if you would like to be added to this highly informative listserv.

You can also visit the Montana Teacher-Librarian wiki (http://www.opi.mt.gov/groups/mtl) for more information and resources useful to Montana schools.

Summer 6 Reading Challenge

As summer begins to wind down toward the beginning of school, it isn't too late to take the Summer 6 Reading Challenge! Visit http://opi.mt.gov/read6books for information about Superintendent Juneau's Summer 6 Reading Challenge. The challenge addresses the need for students to continue to read during the summer break. As educators, we know that when students don't read over the summer, they're at risk for the "summer slide" and can quickly lose ground when they start school in the fall. The good news is that if students read just six books over the summer, they can maintain their comprehension skills and be ready to learn! As of August 1, more than 900 students have signed up to read six books this summer.

I hope you will consider how reading advocacy programs during the school year can help students build upon their summer reading experiences. Reading for information and to pursue personal interests is an integral part of the Montana Common Core Standards for English Language Arts and Literacy and for the Montana Content Standards for Information Literacy-Library Media.

Alignment of Information Literacy-Library Media Standards with the Montana Common Core Standards

Please visit the Montana Teacher Librarian Wiki for information about an alignment document and a description of the role of teacher-librarians in implementing the MCCS. http://www.opi.mt.gov/groups/mtl/wiki/c245e/Montana_Common_Core_State_Standards_and_Assessment.html

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2012 Teacher-Librarian Boot Camp: Focus on the MCCS and FREE Resources

There were 21 dedicated teacher-librarians (TL) who attended the second TL Boot Camp, July 16-19. The focus of the workshop was the Montana Common Core Standards and the role of the TL in implementing the MCCS. Please visit the Boot Camp Google site for some great ideas and resources https://sites.google.com/site/mttlbootcamp11.

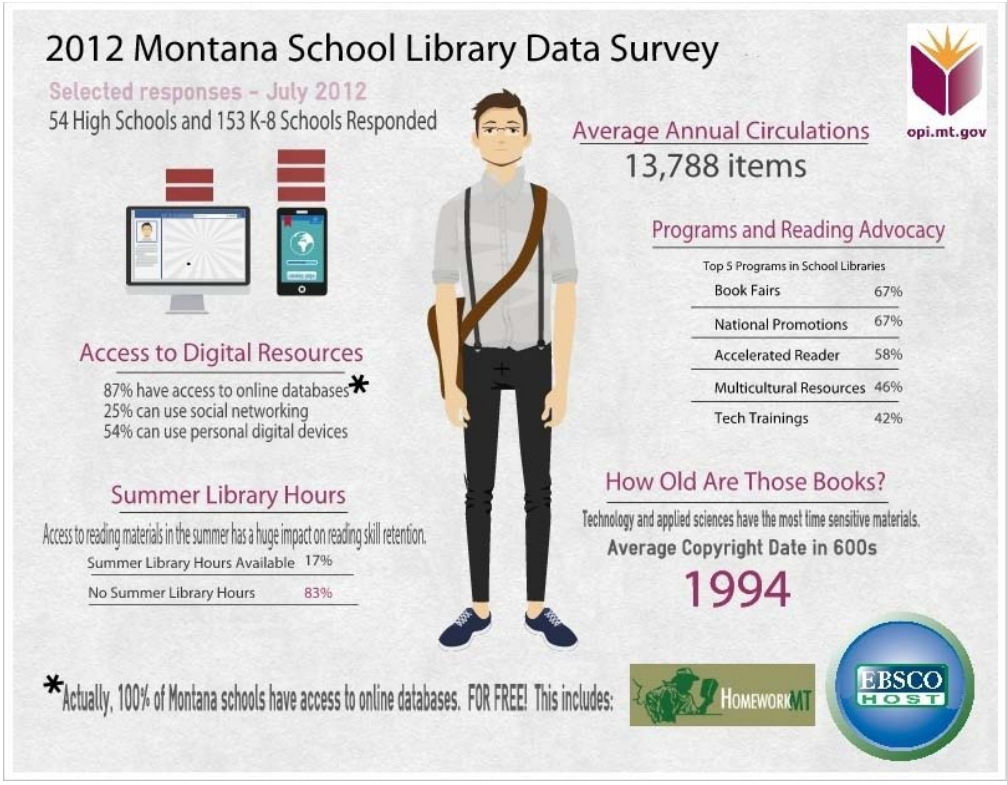
Some highlights:

Teams of TLs created short presentations and documents to explain the role of the TL in implementing the MCCS. They used a variety of Web 2.0 tools and other presentation methods to define how TLs directly support the MCCS.

Presentations on statewide library resources, like Ebsco databases, Homework Montana, Montana PBS Learning Media, children's book reviews and a variety of participant-led topics filled the schedule.

2012 School Library Data Survey Results

Many thanks to all who responded to the School Library Data Survey last spring. We had a great response rate. The infographic below (created with easel.ly) captures a few of the interesting data points.



Communication and Collaboration

SLMD Listserv – please e-mail Colet Bartow (cbartow@mt.gov) if you would like to be added to this highly informative listserv.

You can also visit the Montana Teacher-Librarian wiki (http://www.opi.mt.gov/groups/mtl) for more useful information and resources.

Mathematics

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"Elementary textbooks should be less than 200 pages, middle and secondary less than 500 pages." A bold statement in **The K-8 Publisher's Criteria for Common Core State Standards for Mathematics** released this month. It is available at:

http://corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf. Please be sure to forward to colleagues.

Page 1 of this document states that, "Standards by themselves cannot raise achievement. Standards don't stay up late at night working on lesson plans, or stay after school making sure every student learns—it's teachers who do that. And standards don't implement themselves. Education leaders from the state board to the building principal must make the Standards a reality in schools. Publishers too have a crucial role to play in providing the tools that teachers and students need to meet higher standards. This document, developed by the CCSSM writing team, aims to support faithful CCSSM implementation by providing criteria for materials aligned to the Common Core State Standards for Mathematics."

The document also does an excellent job of clarifying the focus, coherence, and rigor in the Common Core State Standards for Mathematics. As a purchaser responsible for demanding focus, coherence, and rigor this is a must read!

Announcement

MONTANA received a Mathematics Teacher Education Partnership (MTE-Partnership)

The University of Montana-Missoula, Missoula County Public Schools, and Arlee Schools are involved in a **30-state partnership seeks to support transition to Mathematics Common Core State Standards**

Thirty-eight teams, including 68 public universities, nine community colleges, 87 school systems, state education departments and other stakeholders from 30 states comprise the Mathematics Teacher Education Partnership. This group, a new effort of the Association of Public and Land-grant Universities' (APLU) Science and Mathematics Teacher Imperative, will work together to transform mathematics teacher preparation programs in support of the new Common Core State Standards.

Recommended Readings

- Mindset by Carol Dweck
- "Videotaping Teachers the Right Way (Not the Gates Way)" by Larry Ferlazzo in *Teacher*, Jan. 18, 2011, http://bit.ly/eYzY00
- Progressions Documents for the Common Core Math Standards **http://ime.math.arizona.edu/progressions/**

  - Draft 3–5 progression on Number and Operations—Fractions
  - Data part of the K–5 progression on Measurement and Data
  - Draft K–5 Progression on Number and Operations in Base Ten
  - Draft K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking
  - Draft 6–8 Progression on Expressions and Equations
  - Draft 6–7 Progression on Ratios and Proportional Relationships
  - Draft 6–8 Progression on Statistics and Probability
  - Draft High School Progression on Statistics and Probability

e-Mentoring for Student Success (eMSS) from the New Teacher Center (NTC) Talented expert science, math and special education teachers are often in short supply in hard-to-staff inner city schools, in rural areas and in smaller school districts and regions. School leaders have a limited ability to release these content experts from their classrooms to focus on instructional mentoring or professional development of their newer colleagues.

Where do early career teachers of math, science or special education teachers--who find that they **are** the entire department--turn for content specific support? Where can they access professional development related to their subject expertise? When faced with this challenge, how do states, school districts and regions, fulfill their mandate to provide support to all beginning math, science and special education teachers and ensure access to a quality education for all students in these key content areas?

http://www.newteachercenter.org/emss
e-Mentoring for Student Success (eMSS) from the New Teacher Center (NTC) provides a cost-effective, high-quality, research-based, content specific solution by

offering support to beginning teachers in math, science and special education. . . Anytime, Anywhere.

Schools can enroll one beginning teacher...or one hundred. By partnering with NTC, states and districts can fulfill their obligations to give all new teachers the support they need to thrive and survive even when faced with limited resources or personnel.

Visit our website or e-mail Alyson Mike to request an information packet.
Alyson Mike, Ed.D.
Senior Director, Online Professional Development New Teacher Center Montana Office
Phone/Fax: 406.227.5242
E-mail: amike@newteachercenter.org
http://www.newteachercenter.org/emss

Science

Kristen Crawford, Science Curriculum Specialist
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Sally Kristen Ride, Ph.D.
1951-2012
Trailblazing First American Woman in Space

Saying Goodbye to a Hero and Friend

In March of 2011, I had the extreme honor and privilege of meeting one of my greatest heroes, Astronaut Sally Ride. Sally had come to speak with all of the state science specialists at our yearly organizational meeting, and I had looked forward to hearing her speak all week. I have led an incredibly blessed life and met many famous people who have made an impact on the world, but Sally was in a separate category altogether.

While almost everyone knows that Sally was the first American woman in space, many may not know about the incredible work she has done in creating the Sally Ride Science program which is the topic she shared with our group. This program, begun in 2001, is designed to motivate young girls and boys to stay interested in science and to consider pursuing careers in science, technology, engineering, and math (STEM). The company creates innovative classroom materials, programs, and professional development training for teachers.

As I listened to Sally speak, what impressed me most was her passion for inspiring others to become interested in STEM subjects. The world has many people who are passionate about what they do; however, it takes a special person to make it her mission to find ways of stirring that same excitement for science within the soul. Sally *was* that special person. She certainly could have rested on her laurels, basking in her very name or in the numerous honors and awards she has received.

Instead, she decided that time was of the essence and that science education needed continued support in order to raise it to the level of importance that math and English/language arts have in classrooms across the nation.

When she was done speaking, a few of my colleagues laughed at me when I grabbed a piece of hotel paper and headed up to meet her. Her charm and genuineness immediately reminded me of why she was so well-loved. We visited for a few minutes and she happily agreed to autograph my hotel paper for me. I don't think anyone else in the room asked for her signature, but that didn't matter to me!

As I view that autograph and the message she wrote to me in its frame on my office desk, I reflect on a woman who reminded us that women can do anything and that our achievements are only as great as the legacy we inspire in others. Thank you, Sally Ride, for the inspiration you've generated in this science girl!

Great FREE Professional Development Opportunity around NASA Space Science Training in Butte, September 6-7, 2012.

Explore: Marvel Moon will acquaint you with NASA's investigations into the ongoing saga that has shaped our Moon. Scientists and educators from the NASA Lunar Science Institute and the Lunar and Planetary Institute will share space science information, resources, hands-on activities, and demonstrations developed specifically for you to infuse into your programs with children and youth ages 8 to 13 and their families. You can preview the featured activities, resources, and background information at http://www.lpi.usra.edu/explore/marvelMoon.

Space is limited! Apply by Monday, August 20, 2012 at the following site: http://www.lpi.usra.edu/education/explore/workshops/mt2012/. Don't miss out on this terrific opportunity!

Need Graduate-Level Credit or Just Want Some Outstanding Professional Development in Science Through Online Learning?

Then look no further…The **National Teachers Enhancement Network (NTEN)** is a program of **Extended University at Montana State University** and was created with funding from the National Science Foundation. NTEN was one of the first online professional development programs for K-12 teachers, and has offered courses since 1993. There are lots of course choices including K-14 Earth System Science, Applied Microbiology and Special Relativity. Course prices differ and National Science Teachers Association members receive a discount. Educators can utilize the courses for standalone professional development or can count credit toward a Master's Degree in Science Education. Don't miss a tremendous opportunity to increase your education in a way that fits with your work schedule! Check out the list of **fall courses**. Registration is open now. For questions or additional information, please contact Program Manager Kelly Boyce by e-mail at kboyce@montana.edu or by phone at (406)994-6812.

Update on *Next Generation Science Standards*

Many of you provided feedback on the *Next Generation Science Standards* during the three-week public review period from May 11-June 1, 2012. The science specialists from all of the 26 lead states recently participated in a conference call at the end of June and learned that the feedback received from the public review was, overall, very positive. Of course, there were many suggestions made and there is still much more work to be done before their expected completion in December, but it was good to hear that much of the public thought the writing team was on the right track.

Your Montana state team also gathered together to review these standards during the public review period. This draft was the third they had seen since the beginning of this process. Their feedback, too, has been invaluable as they are representing the many stakeholder groups in our state. As a reminder, we have representatives from the following groups on our state review team:

- K-12 Education (including educators that teach science, math, technology and engineering (STEM) and work specifically with tribal students)
- Postsecondary Education (representatives in both the STEM disciplines and teacher preparation programs from two-year and four-year institutions and tribal colleges)
- Montana Board of Public Education
- Montana Fish, Wildlife, and Parks

- Legislature
- Regional Education Service Agencies
- Governor's Office
- Montana Science Teacher Association
- School Administrators of Montana
- Non-Profit/Informal Education
- Business Community
- Montana Office of Public Instruction (Science, Technology, Career and Technical Education, Indian Education for All, Education Services)

A few of you have e-mailed me asking for a copy of the public draft of the standards that were released in May. I am sorry but all members of the state team (including myself) signed confidentiality agreements that we would not share any of the draft documents with anyone outside of the state team. Doing so jeopardizes our participation as a lead state. I know that many of you saw the draft and want to begin using these standards right away! However, the draft in May will definitely look different from the draft you will see in the fall (expected in November) and, subsequently, the final set of standards expected in December.

I would ask instead that you and your colleagues really spend time focusing on the new *Framework for K-12 Science Education* as it is the foundational document for the *Next Generation Science Standards.* All of the content, practices, and crosscutting concepts that are woven together in the *Next Generation Science Standards* are found in this document. If all classroom teachers understand and are grounded in the vision set forth in this *Framework,* our state will be in great shape when these new standards are complete!

If you haven't been "in the loop" on the *Next Generation Science Standards*, I strongly suggest you go to their website at www.nextgenscience.org and sign up for e-mail updates in the upper right-hand corner of the web page. Then you should get notified automatically when the next public draft is ready for review! If you have any other questions about the new standards, please don't hesitate to contact me at kcrawford@mt.gov.

Air Force Association's CyberPatriot Competition - Great Connection to STEM

What is CyberPatriot? CyberPatriot is the premiere national high school cyber defense competition created to inspire high school students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future. The competition was conceived by the Air Force Association.

The Northrop Grumman Foundation is the presenting sponsor. Cyberpatriot is open to all high schools around the country. For the past two years, each student on each of the winning teams received $2,000 scholarships from the Northrop Grumman Foundation.

- A CyberPatriot team consists of five students and up to five alternates.
- Each team must have a coach, normally a teacher.
- Competitors must be at least 13 years old and enrolled in grades 9-12.
- Teams may use mentors or technical advisors to help students prepare for the competition.

Why Participate?

- The competition creates a career path for today's students fostering continued education from high school through college and into the beginning of their careers.
- CyberPatriot answers one of the nation's critical needs by helping to create computer engineering talent to become the nation's cyber defenders and future leaders, securing our nation's networks from hostile and malicious intrusions.
- Our country's next generation of cyber leaders must have the best training and resources available.
- Students will be able to use their online talents toward a career in this critical field.
- The competition increases awareness of protection of personal information while operating in our cyber-enabled world.

Check out this super opportunity for your students at www.uscyberpatriot.org. For questions or to request a mentor for your team, contact info@uscyberpatriot.org. The Air Force Association will provide all materials necessary to teach the fundamentals of cybersecurity.